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ABSTRACT

Supplemental materials are presented that can be used with any standard Spanish textbook in order to help students develop communicative competency by listening, understanding, and speaking in situations that involve the use of language outside the classroom. Career situations have been selected which require the use of Spanish in metropolitan areas within the United States. These materials are easily utilized by the entire class. They may serve as individualized, multi-media learning packets for junior-high or senior-high students, for two-year or four-year classes, and for adult language programs. The materials can be implemented as early as the second semester of the first year program. The basic objective of the students is to simulate the career roles that are presented in each lesson on film strip and audio cassette. The teacher then conducts a series of oral exercises in which an overhead transparency is used to help the students infer meaning, develop correct pronunciation patterns, and advance toward free expression in question-answer format. A detailed learning procedure is presented, but each student has the opportunity of using his own learning style. Some short work situations between Anglo-Americans and Mexican-Americans or Puerto Ricans are included. (SW)

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CAREER SPANISH

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TEACHER'S GUIDE

Introduction

These supplemental materials are designed for use with any standard Spanish textbook and may be implemented as early as the second semester of the first year program. They can also provide an excellent change-of-pace lesson in the advanced fourth or fifth year program. The materials are suitable for junior-high or senior-high students, and may also be used in two-year or four-year college classes or in special adult language programs.

The packet has been created specifically to help students develop their communicative competency in Spanish by listening, understanding and speaking in situations that involve the use of the language outside the classroom. Career situations have been selected which require the use of Spanish in metropolitan areas within the United States. This will show students that a second language as an adjunct skill is a useful job tool.

These materials are easily utilized by the entire class or they may serve as individualized, multi-media learning packets.

The basic objective of the students is to simulate the career roles presented in each lesson. They see and hear the role presented on film strip and audio cassette. The teacher then conducts a series of oral exercises in which an overhead transparency is used to help the students infer meaning, develop correct pronunciation patterns and advance toward free expression in a question-answer format. In order to complete the familiarization process the students then see and hear the presentation again. Working with a partner in class, the students perfect their own "role adaptation". They choose a different partner for each of the three

lessons, which, especially at the college level, gives students an opportunity to become better acquainted with other members of the class.

Although there is a detailed learning procedure in this guide, each student has the opportunity of using his/her own learning style. Some rely on memorization; others write phrases and study from a written sheet; many utilize the class-prepared outline and improvise each time they practice with their partner. Still others find the audio cassette their most effective learning aid. Students should be encouraged to learn following their own instincts as well as the method presented in this Guide. Students who complete a lesson quickly should be encouraged to help others. Thus, the teacher will be better able to listen to student pairs, give advice regarding grammar and pronunciation and review job procedures.

Since most jobs depend on a worker's ability to use common sense, getting students to understand and practice this "job skill" is an important part of any career-emphasis program. In order to help students better understand the job being studied, each unit has activities for students and information for the teacher to share with the class.

Cultural Materials

Because the ability to work across cultural barriers is as important as speaking the second language, some short work situations between Anglo-Americans and Mexican-Americans or Puerto Ricans are included. These "cultural assimilators" are designed to be used as homework. This may be followed by a class discussion of the problem presented and the correct solution.

Procedure For Implementation of the Lessons - Ten Easy Steps

1. Students listen to the English dialog found on the audio cassette (Side A) at the beginning of the cassette. They will then be in a position to understand more easily the situation they are about to see and hear in Spanish.

2. Students watch the filmstrip with the Spanish dialog (Audio cassette Side A). The filmstrip works with the Dukane or any inaudible projector. If there is only a hand-operated machine available, a script is enclosed with markings so the frames can be changed at the proper time.

3. Students see a transparency of the dialog in Spanish on the overhead projector. The teacher asks simple questions about the situation and points to the correct answers on the transparency to insure student comprehension. Students answer these questions to the best of their ability. If they need prompting, the teacher may point to the key phrase in each case. This exercise is done entirely in Spanish as is all practice with the filmstrip and the overhead transparency.

4. Students view the filmstrip with the Spanish dialog a second time.

5. The teacher formulates more complicated questions requiring complete sentence answers. Whenever possible, the teacher personalizes the questions, asking the class members about their own experiences. This is done in Spanish. To help the teacher form questions, there is an exercise in the student lesson which selects simple items from each situation. These questions can be used in steps 3 and 5. Following is an example of personalizing the questions found in Unit III, En la Sala de Emergencia:

a) ¿Dónde le duele al paciente?

Student: Le duele el estómago.

b) ¿A usted le duele el estómago también?

Student: No, no me duele.

c) ¿Le duele la espalda?

Student: Sí, me duele un poco.

d) ¿Cuándo te duele el estómago?

Student: Me duele cuando como mucho...cuando tengo miedo... cuando tengo que contestar en español...por la mañana...

6. Assign the students to study the grammar presentation and write the grammar exercises. Each student studies the exercises using the audio cassette and the worksheets. These written exercises integrate grammar structure and specialized vocabulary inherent in the work situation. They may be reviewed and discussed in class, handed in to the teacher for correction or done as an in-class assignment for individuals and small groups. Students may be given a copy of the answer sheet and use it as an individualized learning packet. (Audio cassette - Side B)

7. Students view the filmstrip a third time, listening to the Spanish dialog which accompanies it.

8. Using the overhead transparency with the class, the teacher stresses the information exchanged in the career situation, concentrates on new vocabulary items and practices pronunciation.

9. Students and teacher prepare (on the blackboard or a blank transparency) a brief outline in Spanish of the procedural steps in the career situation being studied. This outline contains key words to remind students

what comes next as they practice the career role. All students using the lesson have the same outline. Sample outlines are provided for each lesson in this Guide to help the teacher understand this concept.

10. Students select a partner with whom they will practice the career situation. Each person plays both roles (worker and client or patient). Students create "original" answers to the questions asked--different from both the filmstrip and their own partner--so that their role simulation is unique. When students feel they are able to simulate the role adequately (complete the job assignment in Spanish), they make an oral presentation to the teacher for evaluation.

Evaluation Procedure

Each unit is evaluated as follows:

1. Oral presentation of the career situation. In presenting the role studied to the teacher students may not use cue cards or notes. They are required to use blank copies of the forms provided in the lesson and any props (such as telephones in the role of "recepcionista") which may enhance their presentation.

The teacher's subjective evaluation is based on:

a) the inclusion of all necessary steps in the job procedure;

b) a logical sequence of these steps;

c) pronunciation and intonation understandable by a native speaker; and,

d) correct word order and grammatical structure.

The teacher makes written notes of errors in pronunciation, structure or word order. These are discussed with each student after the presentation

or with the entire class as a grammar review.

This evaluation is subjective, as is any oral evaluation, but it is based firmly on the content of each lesson. In addition, because the teacher will listen to each student in a series of presentations, an increase in communicative skills will be easily measurable.

2. Student oral response to a series of questions. Evaluation is based on the content of the reply, pronunciation and fluency (the time it takes to respond). This short check ensures that the student understands the career studied and is able to cope with questions that a patient or client might ask.

3. Optional written assignment. Each lesson contains a written activity, which, after completion by the student, may be corrected and evaluated by the teacher.

Specific Suggestions for Implementation of Lesson One.

1. Using the Dictionary of Occupational Titles or the Occupational Outlook Handbook, students turn to the section on wholesale and retail trade in order to discover the various occupational groups found within this career category. Purchasing (Buyer), Merchandising (Display and Advertising), Management (Department or Store Managers), Clerical (Computer billin and inventory control); Office Staff (Telephone Sales), etc. are just a few of the many types of careers available. Students should be encouraged to visit local department stores and discuss with personnel managers the various careers in this industry as well as the future demand for these jobs. Students who are interested in specific careers in wholesale or retail trade should interview someone in that field. Teachers may refer to THERE IS A LANGUAGE IN YOUR CAREER, Activities 3 and 6 for worksheets that help students gather career information using the interview technique. If the student is in an advanced Spanish class, his report should be in Spanish. An oral report in Spanish will help the class learn new vocabulary and more about this particular career.

2. The employee working in the credit office is responsible for completing the credit application form and should be able to answer all questions regarding store policy. This employee often must determine whether or not credit may be extended before a computerized credit-check is run. Although the customer is not given a credit card upon completion of the application, he/she is often allowed to make purchases ($5 to $500) on credit based on the information given. The credit manager or employee must

use careful judgement and must be a friendly, knowledgeable store representative.

3. Large stores do their monthly billing according to the alphabet. The customer's last name determines the filing date each month. For example, A-G may be billed the first week of the month, H-P the second week and Q-Z the third week. Overdue notices and other accounting problems are tackled the last week of each month.

This is a good opportunity to review Spanish surnames (the use of the maternal surname by men and women) and to give examples of name changes (single to married women). A Spanish-speaking customer should be alphabetized as follows:

Miguel Badillo López - under Badillo which is his father's name. López is his mother's maiden name.

María Rodríguez Sánchez - under Rodríguez.

If María married Miguel her name would be: María Rodríguez de Badillo and she would then be alphabetized under Badillo (the name that follows "de").

NOTE: Many Hispanic customers use only one surname to avoid confusion. For example, José Alberto Anaya in this lesson.

4. Most credit applications require approximate yearly income. This is a delicate question and should be preceded with a statement explaining the necessity of this information in order to establish one's credit. For example, "Siento mucho hacerle esta pregunta, pero es necesario. Más o menos, ¿cuánto ganan ustedes al año?" or "Para poder recibir crédito es necesario saber sus ingresos al año."

5. Students make up their own story when acting as the customer. They must be ready to tell where they work, where they bank and where they have charge acccunts. Students enjoy selecting an unusual occupation or trying to get credit without eligibility. In this case the partner, the credit employee, must be careful and may decide to deny credit.

6. On the form:

   a. Make sure the zip code is given with the address.

   b. If a customer has no other credit accounts, he must list three credit references (persons other than family members) who will vouch for his honesty and integrity. These references may be employers, teachers, friends, etc.

7. Students are always interested in discussing:

   Credit as it applies to women or young people.

   Advantages and disadvantages of credit card use.

   American Express credit vs. Master Charge. What are the differences to customers or store owners? How do credit companies make their money?

ANSWER SHEET EN LA OFICINA DE CREDITO

Equivalent Expressions.

10 - durante 12 meses
3 - formulario para pedir crédito
2 - donde vive ahora
8 - usted compra la casa
5 - tiene esposo
1 - una persona que escucha y da consejos
6 - usted paga renta
7 - tiene dinero en el banco pero no puede escribir cheques
9 - una de las varias oficinas del banco
4 - le permite comprar a crédito

Questions on the dialog.

1. Le pregunta en qué puede servirla.
2. Quiere una cuenta de crédito.
3. Quiere decir "donde vive ella ahora".
4. Hace tres años que vive allí.
5. Paga alquiler.
6. Es casada.
7. Su nombre completo es José Alberto Anaya Vera.
8. Trabaja en construcciones.
9. Trabaja en la agencia, "Casa de Puerto Rico".
10. Ganan más o menos diez y seis mil dólares.
11. Tiene cuenta en el Banco Nacional.
12. Sí, tengo una. (No, no tengo.)
13. Tengo muchas. (No tengo ninguna.)
14. Sí, es bueno. (No, no es bueno.)

Indirect Object Pronouns.

A. 1. Usted le puede servir.
2. Ellos les pueden hablar.
3. El les puede dar crédito.
4. Ella nos puede servir café.
5. ¿En qué le puedo servir?
6. ¿Cómo te puedo ayudar?

B. 1. Sí, les puedo ayudar.
2. Sí, le pueden servir.
3. Sí, les puede dar crédito.
4. Sí, le puedo servir.
5. Sí, me puede ayudar.
6. Sí, le puedo dar crédito.

C. 1. Sí, le gusta.
2. Sí, nos gusta.

3. Sí, me gusta.
4. Sí, le gusta.
5. Sí, les gusta.
6. Sí, les gusta. - Sí, nos gusta.

Vocabulary

1. rentada
2. casado
3. muerto
4. propia
5. cansado
6. actual
7. larga

Hacer and Expressions of Time.
(Any amount of time that makes sense is correct.)

1. Hace 'tres horas' que estoy aquí.
2. Hace cuatro años que trabajo.
3. Hace dos años que estudio español.
4. Hace un mes que tengo crédito.
5. Hace once años que soy estudiante.

EN LA OFICINA DE ASISTENCIA FINANCIERA

Specific Suggestions for Implementation of Lesson Two.

1. Referring to the Dictionary of Occupational Titles or any other reference in the Guidance Office, Career Office or library, students will gather information about one of the following career choices:

Receptionist
Telephone Operator (Switchboard)
Typist
Stenographer
Secretary
Teletype Operator
Office Manager
Social Worker

Many excellent jobs are available for men and women with secretarial and phone skills. This is a good field for summer work or on a part-time basis during the school year. During the past few years the number of men entering these fields has increased greatly.

2. The Spanish office calendar shows students the position of day and month, practices Spanish names, and reviews days of the week. Note that Thursday afternoons are saved for two-hour agency meetings. Specific cases are discussed and information is relayed to all agency workers at that time. Friday afternoons Mr. Goico plans home visits. These are necessary to verify applicant information, help clients better understand the benefits they are receiving and to discuss specific case problems.

3. Students should be encouraged to visit local social service agencies, the telephone company and business offices. In a large company, the personnel manager is a good resource person regarding qualifications for these careers and his opinion as to the future job market. Students should discuss in what ways the ability to speak Spanish is helpful in

these careers.

4. In order to create a more realistic atmosphere in the classroom, students should be able to use telephones while simulating these roles. Teacher and students may bring in a few extension phones from home or the phone company may be contacted regarding the set of phones that they loan to schools. These phones actually ring and students can hear one another through them.

ANSWER SHEET EN LA OFICINA DE ASISTENCIA FINANCIERA

Equivalent Expressions.

3 - dinero que el gobierno da
4 - fijar día, mes y hora
7 - expresa el deseo de recibir asistencia
10 - una conversación para conseguir información
5 - es posible y deseable
2 - consiste en el primero, una inicial y el apellido
9 - le sigue al martes
1 - ¿cómo se escribe?
8 - la esperamos
6 - viuda

Questions on the Dialog.

1. Busca asistencia financiera.
2. Está llamando la oficina de asistencia financiera.
3. Primero tiene que hacer una entrevista con un consejero.
4. Tiene que trabajar hasta las cuatro.
5. Puede venir el miércoles a las nueve.
6. Se llama María Luisa Videla, Viuda de Sánchez.
7. Se escribe con V chica.
8. Porque tiene dos hijos y es viuda.
9. Su esposo está muerto.
10. Su teléfono es 232-5846.
11. La esperan el miércoles, el 23 de junio a las nueve de la mañana.
12. Sí, necesito ayuda financiera. No, no necesito ayuda financiera.
13. Mis padres me ayudan.
14. Tengo que pedirles dinero a mis padres.

Vocabulary.

1. Una entrevista es una conversación para conseguir información.
2. Una viuda es una señora que tiene el esposo muerto.
3. Arreglar cita es fijar la hora y día de una reunión.
4. Asistencia financiera es ayuda monetaria.
5. Nombre completo quiere decir su nombre, inicial y apellido.

Present Perfect Tense.

1. No, no he recibido asistencia financiera.
2. Sí, he visitado el hospital.
3. Sí, he dormido la siesta.
4. No, no han arreglado cita con la recepcionista.
5. Sí, he esperado mucho tiempo.
6. Sí, hemos tenido mucho trabajo.

Expressing Obligation.

1. Tengo que escribir una carta.
2. Tengo que contestar el teléfono.
3. Tengo que arreglar unas citas.
4. Tengo que ayudar al jefe.
5. Tengo que archivar unas solicitudes.

Reflexive for Passive Voice.

A. 1. Se come bien aquí.
2. En esta oficina se escriben muchas cartas.
3. Se escribe mi nombre con una C.
4. Se habla inglés en casa.
5. En esta oficina se arreglan citas.

B. 1. ¿Ha visitado la oficina alguna vez?
2. ¿Le conviene una cita a las dos?
3. ¿Hasta cuándo tiene que trabajar?
4. ¿Puede venir el viernes?
5. ¿Se escribe Videla con V chica o B grande?
6. ¿Cuántos hijos tiene la Sra. Videla?

Vocabulary.

1. visitado
2. conviene
3. hasta
4. corta
5. Puede
6. la
7. Cuántos
8. Qué
9. divorciada
10. financiera

Tres Cartas Típicas.

1. Dear Mr. Anaya:

Mr. Martínez plan[illegible] be in Puerto Vallarta during the first part of the week beginning [illegible] 17. He will stay at the Posada Vallarta. Will you be able to meet with him in the dining room at 2PM, Tuesday, August 18, to discuss [illegible] year's regional conference plans?

2. Dear Mrs. Morelos:

We are considering Miss Eliza Montalban as manager of our adjustment department. She has given us your name as a reference. She stated that during the past year she worked as assistant to the manager in your office.

We would be thankful if you could give us your confidential opinion regarding Miss Montalban's work.

3. Dear Sir:

Along with (attached to) this letter I am enclosing a check for $86.70 in payment of Invoice Number 3749. I have deducted the discount of $1.74 nad also $20.45 which is the amount of the merchandise returned to you last month.

Specific Suggestions for Implementation of Lesson Three.

1. In the Occupational Outlook Handbook, students will find diversified career listings under the title, Health Occupations. Students choose one of these careers and report to the teacher (and class) orally or in writing all pertinent information they can find. For example, the education necessary, the approximate salary, the future job market, any special training, the value of a second language, etc.

2. When taking a patient's pulse, the index and middle fingers are placed over the pulse point at the wrist. Never place the thumb over this pulse beat area.

3. In an emergency room keeping the patient calm is very important. Some useful phrases are: "no se preocupe; cálmese; no se ponga nervioso; todo va a estar bien". An emergency room worker may offer to call a relative or friend for the patient.

4. Students create their own emergency room problems and symptoms so that each case is different from the others in the classroom. In order to help teacher and students expand their medical history possibilities, there is a vocabulary sheet provided after the Answer Sheet in this guide.

5. Questions regarding breathing and the location of pain are asked first to determine quickly if the patient is critically ill and requires immediate attention.

ANSWER SHEET EN LA SALA DE EMERGENCIA

Equivalent Expressions.

2 - no es cierto
6 - tomar mucho aire
13 - sustancia roja que está en las venas y arterias
9 - el doctor va a venir
11 - el órgano que recibe la comida cuando comemos
7 - saber si el corazón funciona normalmente
5 - es suficiente ya
1 - las piernas no extendidas
3 - no puedo continuar así
8 - me duele
10 - durante algún tiempo
4 - acostarse ni en la espalda ni en el estómago
12 - una pena severa

Questions on the Dialog.

1. Está enfermo.
2. Le duele el estómago.
3. Le duele cuando respira hondo.
4. Está muy fuerte.
5. Tiene que ponerse de lado.
6. La enfermera le toma el pulso.
7. Ella examina el pulso, la presión de la sangre y la temperatura.
8. Hace unas horas que tiene el dolor.
9. Sí, lo siente más fuerte.
10. Sí, siente nausea también.
11. Le dice, "Cálmese".
12. Sí, tengo dolores.
13. Me siento bien.
14. Sí, he visitado una sala de emergencia.

Change Infinitive to Command Form.

A. 1. Póngase de lado, por favor.
2. Lávese las manos, por favor.
3. Vístase ahora, por favor.
4. Quítese la chaqueta, por favor.
5. Duerma ocho horas, por favor.
6. Respire hondo, por favor.
7. Dígame donde le duele, por favor.

B. 1. Sí, tómela ahora.
2. Sí, ábrala.
3. Sí, cómprela.
4. Sí, búsquela.
5. Sí, tómelas por la mañana.

C. 1. Descanse usted también.
2. Duerman ustedes también.
3. Coma usted la cena también.
4. Tome usted la medicina también.
5. Prepare usted una inyección también.

D. 1. póngase de lado
2. cálmese
3. dígame donde le duele
4. háblame

E. 1. Sí, la esperamos a las tres.
2. Sí, los esperamos a las tres.
3. Sí, las esperamos a las tres.
4. Sí, los esperamos a las tres.
5. Sí, lo esperamos a las tres.

Pregúntele al paciente.

a. ¿Dónde le duele?
b. ¿Tiene dificultad con la respiración?
c. ¿Está fuerte el dolor?
d. ¿Siénte nausea?
e. ¿Cuánto tiempo hace que tiene dolor?

Ir plus the Infinitive.

A. 1. Voy a ayudar al paciente.
2. Van a visitar el hospital.
3. Va a acostarse en la mesa.
4. Va a tomarle el pulso.
5. Va a decirle donde le duele.
6. Va a descansar.
7. Va a pagar la cuenta.
8. Voy a dormir la siesta.

B. 1. Sí, lo tomo ahora.
2. Sí, la tomo ahora.
3. Sí, la saco ahora.
4. Sí, la busco ahora.
5. Sí, la arreglo ahora.

EL CUERPO HUMANO

artery	arteria (f)	blood	sangre (f)
bone	hueso	cartilage	cartílago
birthmark	lunar (m)	muscle	músculo
nerve	nervio	skin	piel (f)
vein	vena	head	cabeza
cheek	mejilla	chin	mentón (m)
ear	oreja	eye	ojo
face	cara, rostro	forehead	frente (f)
mouth	boca	nose	nariz (f)
throat	garganta	tonsils	amígdalas (f)
tooth	diente (m)	back	espalda
heart	corazón (m)	kidney	riñón (m)
liver	hígado	lung	pulmón (m)
rib	costilla	stomach	estómago
arm	brazo	elbow	codo
hand	mano	wrist	muñeca
ankle	tobillo	knee	rodilla
leg	pierna	thigh	muslo

ENFERMEDADES

allergy	alergia	appendicitis	apendicitis (f)
arthritis	artritis (f)	asthma	asma (f)
attack	ataque (m)	blind	ciego
burn	quemadura (f)	chicken pox	viruelas locas
cold	catarro (m) & resfriado	flu	gripe (f) influenza monga (slang Puerto Rican)
deaf	sordo		
fracture	fractura		
heart attack	ataque al corazón	fainting spell	desmayo; mareo
infection	infección (f)	headache	dolor de cabeza
mad (insane)	loco	hives	uticaria
migraine	jaqueca (f)	itch	picazón (f); comezón (f)
poison ivy	chechén (m)		
scar	cicatriz (f)	measles	sarampión (m)
stroke	derrame cerebral (m)	pain, ache	dolor
rash	erupción (f)	swelling	hinchazón (f)
sprain	torcedura		

MEDICINAS

aspirin	aspirina (f)	bandage	venda
band aid	curita	blood transfusion	transfusión de sangre
cane	bastón (m)	cotton	algodón (m)
cough drops	pastillas para la tos	drug	droga; medicina
crutch	muleta	injection	inyección (f)
ice pack	bolsa de hielo		

insulin	insulina	needle	aguja
penicillin	penicilina	pill	pastilla; píldora
smelling salts	sales aromáticas		
tranquilizer	calmante (m)	stitch	punto; sutura
vitamin	vitamina	immunization	vacuna
X-ray	radiografía		

CAREER SPANISH

Student Lessons

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FL010698

LECCION NUMERO UNO: EN LA OFICINA DE CREDITO

Empleado: Buenas tardes. ¿En qué puedo servirle?

Cliente: ¿Puede usted explicarme esta solicitud de crédito?

Empleado: Sí, con mucho gusto. Aquí le pide su dirección actual.

Cliente: Vivo en la calle Central, número 32, en Hartford.

Empleado: ¿Cuánto tiempo hace que vive usted allí?

Cliente: Hace tres años.

Empleado: ¿Es casa propia o rentada?

Cliente: Es rentada.

Empleado: ¿Es usted casada?

Cliente: Sí.

Empleado: ¿Cómo se llama su esposo?

Cliente: José Alberto Anaya Vera.

Empleado: ¿Dónde trabaja?

Cliente: Con Construcciones Rubino.

Empleado: Y, ¿trabaja usted también?

Cliente: Sí, soy consejera en la agencia, "La Casa de Puerto Rico". Me gusta el trabajo.

Empleado: Más o menos, ¿cuánto ganan ustedes al año?

Cliente: Diez y seis mil dólares.

Empleado: ¿En qué banco tiene usted cuenta, señora?

Cliente: En el Banco Nacional.

Empleado: ¿Tiene cuenta de cheques o de ahorros?

Cliente: Tengo las dos.

Empleado: ¿En qué sucursal?

Cliente: En la calle Principal Norte, en Hartford.

Empleado: ¿Tiene usted cuenta de crédito con otra compañía?

Cliente: Sí, tengo Master Charge.

Empleado: Firme aquí, por favor. Creo que podemos darle crédito. Va a recibir su tarjeta por correo.

Cliente: Gracias.

Empleado: Estamos para servirle.

LESSON ONE: IN THE CREDIT OFFICE

Employee: Good afternoon. May I help you?

Client: Yes, can you explain this credit application to me?

Employee: Yes, with pleasure. Here it asks you for your current address.

Client: I live at 32 Central Street in Hartford.

Employee: How long have you been living there?

Client: For three years.

Employee: Is it your own home or a rental?

Client: It's rented.

Employee: Are you married?

Client: Yes.

Employee: What's your husband's name?

Client: José Albert Anaya Vera.

Employee: Where does he work?

Client: With the Rubino Construction Company.

Employee: And do you work also?

Client: Yes, I'm a counselor at the "Puerto Rican House" Agency. I like the job.

Employee: More or less how much do you and your husband earn a year?

Client: Sixteen thousand dollars.

Employee: In which bank do you have an account?

Client: In the National Bank.

Employee: Do you have a checking or a savings account?

Client: I have both.

Employee: At what branch?

Client: North Main Street in Hartford.

Employee: Do you have a charge account with another company?

Client: Yes, I have Master Charge.

Employee: Sign here, please. I believe we can give you credit. You'll receive your card in the mail.

Client: Thank you.

Employee: We're at your service.

EQUIVALENT EXPRESSIONS

Place the number of the word or expression with its equivalent.

1. consejera	6. casa rentada
2. dirección actual	7. tiene cuenta de ahorros
3. solicitud de crédito	8. casa propia
4. tarjeta de crédito	9. sucursal
5. casada	10. al año

_____ durante 12 meses

_____ formulario para pedir crédito

_____ donde vive ahora

_____ usted compra la casa

_____ tiene esposo

_____ una persona que escucha y da consejos

_____ usted paga renta

_____ tiene dinero en el banco pero no puede escribir cheques

_____ una de las varias oficinas del banco

_____ le permite comprar a crédito

QUESTIONS ON THE DIALOG

Answer using complete sentences.

1. ¿Qué le pregunta el empleado a la señora Anaya?

2. ¿Qué quiere ella?

3. ¿Qué quiere decir "dirección actual"?

4. ¿Cuánto tiempo hace que vive allí la señora Anaya?

5. ¿Paga alquiler o compra la casa donde vive?

6. ¿Es casada o soltera la cliente?

7. ¿Cuál es el nombre completo de su esposo?

8. ¿Trabaja en construcciones o en la educación el señor Anaya?

9. ¿Dónde trabaja ella?

10. ¿Cuánto ganan los dos al año?

11. ¿Dónde tiene cuenta bancaria la señora?

12. ¿Tiene usted una cuenta de ahorros?

13. ¿Cuántas tarjetas de crédito tiene usted?

14. ¿Es bueno tener muchas tarjetas de crédito?

INDIRECT OBJECT PRONOUN FORMS

The object pronouns correspond to the subject pronouns as follows:

SUBJECT PRONOUN	INDIRECT OBJECT PRONOUN
yo	me
tú	te
él, ella, usted	le
nosotros	nos
ellos, ellas, ustedes	les

The job is pleasing to me	
(I like the job)	Me gusta el trabajo (a mí)
(You like the job)	Te gusta el trabajo (a ti)
(He, She, You...)	Le gusta el trabajo (a él, a ella, a usted)
(We like the job)	Nos gusta el trabajo (a nosotros)
(They, You like the job)	Les gusta el trabajo (a ellos, a ellas, a ustedes)

POSITION OF INDIRECT OBJECT PRONOUNS

The indirect object pronouns may follow the infinitive form of the verb (El puede explicarme la solicitud) or precede a conjugated form of the verb (El me puede explicar la solicitud).

El puede explicarme la solicitud.
El puede explicarte la solicitud.
El puede explicarle la solicitud.
El puede explicarnos la solicitud.
El puede explicarles la solicitud.

A. Change and respond as in the model.

El puede explicarme la solicitud.

El me puede explicar la solicitud.

1. Usted puede servirle.
2. Ellos pueden hablarles.
3. El puede darles crédito.
4. Ella puede servirnos café.

5. ¿En qué puedo servirle?

6. ¿Cómo puedo ayudarte?

B. Answer using an indirect object pronoun as in the model.

¿Puede usted ayudarme?

Sí, le puedo ayudar.

1. ¿Puede usted ayudarnos?

2. ¿Pueden ellos servirle?

3. ¿Puede él darles crédito?

4. ¿Puedo yo servirle?

5. ¿Puede él ayudarte?

6. ¿Puede usted darme crédito?

C. Answer using an indirect object pronoun as in the model.

¿Le gusta a usted el trabajo?

Sí, me gusta.

1. ¿Le gusta a él el trabajo?

2. ¿Les gusta a ustedes el trabajo?

3. ¿Te gusta a ti el trabajo?

4. ¿Le gusta a ella el trabajo?

5. ¿Les gusta a ellos el trabajo?

6. ¿Nos gusta a nosotros el trabajo?

VOCABULARY

Choose the correct word and read the complete sentence aloud.

1. Tengo una casa _____.
(rentada, rentado)

2. Es un señor _____.
(casada, casado)

3. Mi esposo está _____.
(muerta, muerto)

4. Ellos tienen una casa _____.
(propia, propio)

5. Alberto está _____.
(cansada, cansado)

6. Es mi dirección _____.
(actuala, actual)

7. Vivo en una calle _____.
(largo, larga)

HACER AND EXPRESSIONS OF TIME

¿Cuánto tiempo <u>hace</u> que <u>vive</u> usted allí?

(How long have you lived there?)

<u>Hace</u> tres años que <u>vivo</u> allí.

(I have been living (have lived) there for three years.)

<u>Hace</u> plus the present tense of the main verb is the formula used to refer to actions which began in the past and are still going on at the present time.

FORMULA

Hace	+	Length of time	+	que	+	present tense
Hace		tres años		que		vivo allí.

Give long answers as in the model.

¿Cuánto tiempo hace que vive usted allí?

Hace tres años que vivo allí.

1. ¿Cuánto tiempo hace que está usted aquí?
2. ¿Cuánto tiempo hace que trabaja usted?

3. ¿Cuánto tiempo hace que estudia usted español?

4. ¿Cuánto tiempo hace que usted tiene crédito?

5. ¿Cuánto tiempo hace que usted es estudiante?

CREDIT APPLICATION FORM

Use this form when practicing the role of credit officer with a classmate.

PLEASE PRINT

Mr.
Mrs.
Miss _____

Address: _____

City: _____

Own _____ Married _____ Single _____

Rent _____ Divorced _____ Widowed _____

Spouse's name _____

How long at present address? _____

Name of employer _____

Income per year _____

Name of bank _____ Street address (branch)_____

Savings account _____ Checking account _____

Other Credit Accounts: 1. _____

2. _____

Date: _____

Customer's Signature: _____

Interviewed by: _____
Credit Officer

SOLICITUD DE CREDITO

Complete this form in Spanish based on your own situation (real or fictitious).

Nombre Completo:

Dirección Actual:

Casa Propia _____ Casa Rentada _____

Estado Civil: Casado (a) _____ Soltero (a) _____

Divorciado (a) _____ Viudo (a) _____

Nombre Completo de Esposo (a):

Empleador:

Años con este empleo:

Empleador de su Esposo (a):

Salario al Año:

Nombre de su Banco:

Dirección (Sucursal):

Cuenta de Ahorros _____ Cuenta de Cheques _____

Otras Cuentas de Crédito o Referencias Personales:

1.

2.

Fecha:

Firme:_____

CULTURE ASSIMILATOR #1: OFICINA DE CREDITO

You are a counselor in a credit office where many of your clients are Puerto Ricans. You discover that 33 percent of the Puerto Ricans are living below the low income level according to United States standards. Which of the following cannot be considered as a cause of this situation?

1. Lack of occupational skills training.
2. Lack of ability to speak English adequately.
3. Lack of interest in material possessions and the work ethic.

If you pick item 1 turn to page 14.

If you pick item 2 turn to page 15.

If you pick item 3 turn to page 16.

1. Lack of occupational skills training.

This is a real cause of high unemployment among Puerto Ricans here on the Mainland. Most of the workers who come here are unemployed and hope to secure a job. They are mainly unskilled laborers for whom today's job market is limited. Try a different choice.

2. Lack of ability to speak English adequately. This is a cause of unemployment. Many of the unskilled workers and their families have not studied English enough to communicate well when they arrive. Choose again.

3. Lack of interest in material possessions and the work ethic. Correct! This is not a cause of unemployment. Puerto Rican workers leave their homeland in order to find employment, the opportunity to work hard, and to be able to acquire material items (television sets, clothing, cars, etc.) for their families. While it is true that Hispanic people do not place the same value on material goods that many English-speaking Americans do, they share our enthusiasm for the "good life".

CULTURE ASSIMILATOR #2: OFICINA DE CREDITO

You are a loan officer in the Downtown Bank in San Antonio, Texas. When you ask for information about Mr. Jaramillo, your client who wants a loan, the man he has given as a reference tells you that Mr. Jaramillo is not dependable because he frequently leaves home for months at a time. Apparently he travels with his family to Colorado, Utah, and Idaho. You are not alarmed by this because you know from your experience working with Spanish-speaking people that:

1. Some of them are agriculture workers and during the harvest season they migrate to the North in search of work.
2. There are religious shrines in the Northwestern states which the Mexican-Americans hold in highest regard. They want their family to be with them in a holy pilgrimage.
3. They feel a need to "get away" every year like everyone else. It is not really expensive for them because they stay with relatives all along the way and this strengthens the extended family relationships.

If you select 1, turn to page 18.

If you select 2, turn to page 19.

If you select 3, turn to page 20.

1. Agriculture workers migrate to the North.

   Congratulations! You are right. These workers are called "migrant farm workers" and it is traditional for them to follow the harvest. The farmers depend on the migrants' help to harvest their crops.

2. Pilgrimage to religious shrine.

This is a possibility. There are some religious shrines in the Northwestern states, however, this is not enough incentive for these families to travel so far so often. Try a different selection.

3. To take a vacation and visit relatives.
The family and extended family relationships of the Spanish-speaking people are very strong, but they would probably not be able to afford such a vacation every year nor could they stay so long. This is not the correct choice. Read the problem again and try a different answer.

LECCION NUMERO DOS: EN LA OFICINA DE ASISTENCIA FINANCIERA

Recepcionista: Oficina de Asistencia Financiera, buenos días.

Cliente: ¿Qué tengo que hacer para recibir asistencia financiera?

Recepcionista: ¿Ha visitado alguna vez esta oficina?

Cliente: No, es la primera vez que pido ayuda.

Recepcionista: Pues, para empezar, tiene que hacer una entrevista con un consejero.

Cliente: ¿Para cuándo puedo arreglar cita?

Recepcionista: ¿Le conviene mañana a las tres de la tarde?

Cliente: No, señor. Tengo que trabajar hasta las cuatro.

Recepcionista: ¿Puede usted venir el miércoles a las nueve?

Cliente: Sí, está bien.

Recepcionista: Su nombre completo, por favor.

Cliente: María Luisa Videla, Viuda de Sánchez.

Recepcionista: ¿Cómo se escribe Videla, con V chica o con B grande?[1]

Cliente: Con V chica.

Recepcionista: ¿Cuántos hijos tiene, señora?

Cliente: Tengo dos, por eso necesito asistencia.

Recepcionista: Su número de teléfono, por favor.

Cliente: Es el dos, treinta y dos, cincuenta y ocho, cuarenta y seis.

Recepcionista: Está bien. La esperamos el miércoles, 23 de junio a las nueve de la mañana.

Cliente: Muchas gracias, señor. Hasta el miércoles.

[1]Since b and v are pronounced alike, it is necessary to ask which is used in order to spell the name correctly.

LESSON TWO: IN FINANCIAL ASSISTANCE OFFICE

Receptionist: Financial Aid Office, good morning.

Client: Yes. What do I have to do to get financial aid?

Receptionist: Have you ever visited this office?

Client: No, this is the first time I'm asking for help.

Receptionist: Well, to begin, you have to have an interview with a counselor.

Client: When can I arrange an appointment?

Receptionist: Is it convenient for you tomorrow afternoon at three?

Client: No, I have to work until 4 o'clock.

Receptionist: Can you come Wednesday at nine?

Client: Yes, that's good.

Receptionist: Your full name, please.

Client: María Luisa Videla, Sánchez. I'm a widow.

Receptionist: How do you spell Videla, with a "v" or a "b"?

Client: With a "v".

Receptionist: How many children do you have?

Client: I have two, that's why I need aid.

Receptionist: Your phone number, please.

Client: It's 2-3-2-5-8-4-6.

Receptionist: Ok. We'll be expecting you on Wednesday, June 23, at nine am.

Client: Thank you very much. I'll see you Wednesday.

EQUIVALENT EXPRESSIONS

Place the correct number of the word or expression with its equivalent.

1. ¿Cómo se escribe?
2. su nombre completo
3. asistencia financiera
4. arreglar cita
5. le conviene
6. viuda
7. pido ayuda
8. la esperamos
9. miércoles
10. entrevista

_____ dinero que el gobierno da

_____ fijar día, mes y hora

_____ expresa el deseo de recibir asistencia

_____ una conversación para conseguir información

_____ es posible y deseable

_____ consiste en el primero, una inicial y el apellido

_____ le sigue al martes

_____ pide las letras que se usan

_____ nosotros estamos aquí y ella viene

_____ su esposo está muerto

QUESTIONS ON THE DIALOG

Answer using complete sentences.

1. ¿Qué busca la señora Videla?

2. ¿Qué oficina está llamando?

3. ¿Qué tiene que hacer primero?

4. ¿Por qué no le conviene una cita a las tres de la tarde mañana?

5. ¿Cuándo puede venir la señora?

6. ¿Cuál es el nombre completo de la señora?

7. ¿Se escribe Videla con "V" chica o "B" grande?

8. ¿Por qué necesita ayuda la señora?

9. ¿Qué quiere decir "viuda"?

10. ¿Qué teléfono tiene la señora?

11. ¿Cuándo la esperan a la señora?

12. ¿Necesita usted ayuda financiera?

13. ¿Quién le ayuda a usted, sus padres o el gobierno?

14. ¿A quién tiene usted que pedir para conseguir dinero?

VOCABULARY

Answer using complete sentences.

1. ¿Qué es una entrevista?
2. ¿Qué es una viuda?
3. ¿Qué quiere decir "arreglar cita"?
4. ¿Qué es "asistencia financiera"?
5. ¿Qué quiere decir "nombre completo"?

FORMATION OF THE PRESENT PERFECT TENSE

Present tense of auxilliary verb		Past Participle
haber (to have)	plus	ado -ar verbs
		ido -er verbs
		ido -ir verbs

He visitado (ar verb)	I have visited
He tenido (er verb)	I have had
He dormido (ir verb)	I have slept

(Yo)	He visitado esta oficina.
(Tú)	Has visitado esta oficina.
(él, ella, usted)	Ha visitado esta oficina.
(nosotros)	Hemos visitado esta oficina.
(ellos, ellas, ustedes)	Han visitado esta oficina.

Choose between Sí and No and answer as in the model.

¿Ha visitado usted esa oficina?

Sí, he visitado esa oficina.

No, no he visitado esa oficina.

1. ¿Ha recibido usted asistencia financiera?

2. ¿Ha visitado usted el hospital?

3. ¿Ha dormido usted la siesta?

4. ¿Han arreglado ellos cita con la recepcionista?

5. ¿Ha esperado usted mucho tiempo?

6. ¿Han tenido ustedes mucho trabajo?

EXPRESSING OBLIGATION IN SPANISH

Yo tengo que comer.	I have to eat.
Ella tiene que trabajar.	She has to work.

In Spanish a form of tener combines with que plus the infinitive form of the verb to express obligation.

Imagine you are a receptionist on duty in the office. Tell what you and others have to do. Use the cue given. Students work in pairs and take both roles.

¿Qué tiene usted que hacer?	(trabajar)	What do you have to do?
Tengo que trabajar.		I have to work.

1. ¿Qué tiene usted que hacer ahora? (escribir una carta)

2. ¿Qué tiene que hacer esta mañana? (contestar el teléfono)

3. ¿Qué tiene que hacer esta tarde? (arreglar unas citas)

4. ¿Qué tiene que hacer mañana? (ayudar al jefe)

5. ¿Qué tiene que hacer el viernes? (archivar unas solicitudes)

USE OF REFLEXIVE SE FOR PASSIVE VOICE

¿Cómo se escribe su nombre?	How is your name spelled? (written)
En esta oficina se escriben muchas cartas.	In this office many letters are written.
Aquí se habla español.	Spanish is spoken here.

In Spanish the reflexive se with a verb is the equivalent of the Passive Voice in English.

A. Change from active to passive voice as in the models.

Hablo español aquí.	I speak Spanish here.
Se habla español aquí.	Spanish is spoken here.
Escribo mi nombre con V chica.	I write my name with a V.
Mi nombre se escribe con V chica.	My name is written with a V.

1. Como bien aquí.
2. En esta oficina escribo muchas cartas.
3. Escribo mi nombre con una C.
4. Hablo inglés en casa.
5. Arreglo citas en esta oficina.

B. Ask the client:

1. si ha visitado la oficina alguna vez.
2. si le conviene una cita a las dos.
3. hasta cuándo tiene que trabajar.
4. si puede venir el viernes.
5. si Videla se escribe con V chica o B grande.

6. cuántos hijos tiene la señora Videla.

VOCABULARY

Choose the correct word and read the complete sentence aloud.

1. Yo he _____ esta oficina.
(visitando, visitado)

2. A la señora Gonzales, no le _____ la hora.
(conviene, conveniente)

3. Tengo que trabajar _____las cuatro.
(hasta, son)

4. La V se llama V _____.
(corta, larga)

5. ¿_____usted venir el jueves?
(Puedo, Puede)

6. Muy bien, señora Gonzales, _____ esperamos el jueves.
(les, la)

7. ¿_____ hijos tiene usted?
(Cuántos, Cuántas)

8. ¿_____ tengo que hacer?
(Qué, Cuál)

9. La señora Gonzales es _____.
(divorciado, divorciada)

10. La asistencia _____ es del gobierno.
(financiera, financiales)

Office Calendar

OFICINA DE ASISTENCIA FINANCIERA

Calendario (20-24 junio)
José Coico - Consejero

Use this office calendar when practicing the role of receptionist with a classmate. Noon is the office lunch hour so it is not on the calendar. Set up appointments for Mr. Coico only when he is free!

lunes - 20 de junio

9
10 Sra. Ana Vargas de Gonzales
11
1 Conferencia con el director de Servicios Públicos
2 "
3

martes - 21 de junio

9 Srta. Olga Méndez Quiroga
10
11
1
2 Sra. Elena Velásquez de Mimó
3

miércoles - 22 de junio

9
10
11 Sra. Myriam Reina de Cardona
1
2
3

jueves - 23 de junio

9
10
11
1 Conferencia semanal de consejeros
2 "
3 "

viernes - 24 de junio

9
10
11
1 Visitas a los clientes
2 "
3 "

EL ESTILO DE LA CARTA

1. La Fecha contiene el número del día, el nombre del mes y el año, en el orden indicado.

"23 de junio de 1979" 23/6/79

2. Encabezamiento--indica a quien está dirigida la carta y contiene el nombre (con el título) y la dirección completa. Estos ejemplos son formas aceptadas:

Senor Alejandro S. Martínez
Consejero
Oficina de Asistencia Financiera
Reforma 286
México, D.F.

(D.F. significa Distrito Federal, la Ciudad de México)

Señora
Elena Salinas de Guzmán,
Presidenta
Compañía Nacional
Avenida Juan Lavalle 2365
Buenos Aires, Argentina

3. Saludo inicial

Hombres	Mujeres
Estimado Alejandro:	Estimada Elena:
Mi estimado Alejandro:	Mi estimada Elena:
Estimado Sr. Martínez:	Estimada señora Guzmán:
Mi estimado señor Martínez:	Mi estimada señora Guzmán:
Estimado señor:	Estimada señora:
De nuestra consideración:	Muy señora mía:

Corporaciones

Muy señores nuestros:	Muy señoras nuestras:
Estimados señores:	Estimadas señoras:
De nuestra consideración:	De nuestra consideración:

4. Segunda Página

Sr. José Padilla
Página 2
8 de noviembre de 1979

5. Fórmula final de saludo:

Suyo (a)
Saludo a Ud. (s) atentamente,
Saludo a Ud. (s) con la mayor consideración,
Respetuosamente suyo (a)
Cordialmente suyo (a)
Tiene el honor de saludar a Ud. (s) S.S.S.
S.S.S. (su seguro servidor)

6. Adjuntos: materiales incluídos con la carta se notan abajo.

2 Adjs.

Adjuntos: Lista de Clientes
Servicios Ofrecidos

TRES CARTAS TIPICAS Translate them to good English.

1. Estimado señor Anaya:

El señor Martínez proyecta estar en Puerto Vallarta durante la primera parte de la semana que empieza el 17 de agosto. Se alojará en la Posada Vallarta. ¿Le conviene a Ud. reunirse con él en el comedor a las dos de la tarde el martes, el 18 de agosto, para discutir los planes de la conferencia regional del año próximo?

Atentamente,

Laura Ricardo
Secretaria al señor Martínez

2. Estimada señora Morelos:

Estamos considerando a la señorita Eliza Montalbán para el puesto de gerente en nuestro departamento de ajustes. Nos ha dado el nombre de usted como referencia. Explicó que durante el año pasado ha trabajado en su oficina como ayudante al gerente.

Le agradeceremos una opinión personal sobre el trabajo de la mencionada señorita.

Respetuosamente suyo,

Miguel Alemán
Tesorero

3. Estimado señor:

Adjunto a la presente le envío un cheque por $86.70 en pago de la factura Número 3749. He deducido $1.74 de descuento y también $20.45, cantidad de la mercancía que les devolví hace un mes.

Saludo a usted con la mayor consideración,

María Elena Rodríguez
Ayudante al Tesorero

CULTURE ASSIMILATOR # 1: EN LA OFICINA DE ASISTENCIA FINANCIERA

You are a Spanish-speaking receptionist in the Financial Assistance Office of a large urban area. The majority of the Puerto Ricans living in your area are still motivated by values and beliefs of their native culture. Therefore, it is reasonable for you to expect that many clients have tried to satisfy their financial needs without public assistance. They have not come to your office first because:

1. traditionally it is against their religion to accept financial aid without working for it.

2. traditionally they tend to rely first on the family and the extended family for help rather than on government agencies.

3. a Puerto Rican must first become a U.S. citizen in order to be able to go on welfare and receive financial assistance.

If you pick item 1, turn to page 34.
If you pick item 2, turn to page 35.
If you pick item 3, turn to page 36.

1. It's against their religion. Most Puerto Ricans are Catholics as are other Hispanics. There are also many Protestants and other religious groups. There is no religious taboo concerning financial aid. Think about this problem and choose again.

2. <u>They rely first on the family</u>. Very well done! Because the family is important economically as a unit as well as socially, Hispanics generally prefer to get help within the family first and go to an official agency when that does not work out.

3. They must become U.S. citizens. In 1917, before the United States entered World War I, President Wilson signed the Jones Act which gave automatic American Citizenship to all Puerto Ricans unless they signed a document refusing it. Refusal meant they would be deprived of many civil rights, including the right to run for office in Puerto Rico. As citizens, Puerto Ricans were subject to the draft and served in World War II, the Korean and Vietnam wars. They were never given any choice as a nation regarding becoming U.S. citizens. Thus, this choice is incorrect. Try again.

CULTURE ASSIMILATOR # 2: EN LA OFICINA DE ASISTENCIA FINANCIERA

At the "Job Service" office, Miguel Anaya has been asked to select three occupations from a group of thirty which he would consider for his life's work. The choices included: doctor, lawyer, engineer, poet, bookkeeper, accountant, musician, dentist, business administrator, etc. Miguel chose musician, poet and philosopher. He based his choices on:

1. the fact that there would be less schooling necessary in these selections.
2. the fact that these choices represent the thinking man and he feels he would be more highly respected in these professions.
3. the fact that the working hours in these selections are better.

If you select item 1, turn to page 38.

If you select item 2, turn to page 39.

If you select item 3, turn to page 40.

1. <u>They require less schooling</u>. Miguel understands (as you do) that although these selections involve creative endeavors, it takes a good deal of formal education to develop the background necessary to be successful. Look at the choices again and give it another try.

2. He would be more highly respected. Very well done! Miguel appreciates man as a being that knows and understands rather than as a "doer". He would like the chance to be creative and show his individuality.

3. They have better working hours. This does seem a possible answer. However, it is not a fact that musicians, poets or philosophers have better hours than dentists, accountants or engineers, for example. This is not the best choice. Select another.

LECCION NUMERO TRES: EN LA SALA DE EMERGENCIA

Enfermera: ¿Qué tiene usted, señor? ¿Dónde le duele?

Paciente: No estoy seguro; creo que es el estómago.

Enfermera: ¿Tiene dificultad con la respiración?

Paciente: Cuando respiro hondo parece que me duele más.

Enfermera: Está muy fuerte el dolor, ¿verdad?

Paciente: Sí, casi no lo aguanto.

Enfermera: Póngase de lado con las rodillas dobladas. Trate de descansar. . . . Dígame si le duele aquí. . .

Paciente: ¡Ay! ¡Ay!

Enfermera: Permítame tomarle el pulso.

Paciente: Sí. No hay cuidado.

Enfermera: También voy a tomarle la presión de la sangre.

Paciente: Eso no duele, ¿verdad?

Enfermera: No, no duele nada. Vamos a ver si tiene calentura.

Paciente: No tengo fiebre; sólo un dolor muy fuerte.

Enfermera: ¿Cuánto tiempo hace que tiene este dolor?

Paciente: Hace unas horas, pero ahora lo siento más fuerte.

Enfermera: ¿Siente usted náusea ahora?

Paciente: Sí, bastante.

Enfermera: ¿No tiene otro problema?

Paciente: ¡Con eso basta!

Enfermera: Cálmese, señor. Ya llega el médico.

LESSON THREE: IN THE EMERGENCY ROOM

Nurse: What's the matter? Where does it hurt you?

Patient: I'm not sure. I believe it's my stomach.

Nurse: Do you have difficulty breathing?

Patient: When I breathe deeply it seems to hurt more.

Nurse: The pain is very bad, right?

Patient: Yes, I can hardly stand it.

Nurse: Turn on your side with your knees bent. Try to rest. . . Tell me if it hurts you here. . .

Patient: Ouch!

Nurse: Let me take your pulse.

Patient: Go ahead. Don't worry.

Nurse: I am also going to take your blood pressure.

Patient: That doesn't hurt, does it?

Nurse: No, it doesn't hurt at all. Let's see if you have a temperature.

Patient: I don't have a fever; only a very bad pain.

Nurse: How long have you had the pain?

Patient: For a few hours, but it seems worse now.

Nurse: Do you feel sick to your stomach?

Patient: Yes, I sure do.

Nurse: Do you have any other problems?

Patient: That's enough!

Nurse: Take it easy. Here comes the doctor now.

EQUIVALENT EXPRESSIONS

Place the number of the word or expression with its equivalent.

1. rodillas dobladas
2. no estoy seguro
3. no aguanto
4. póngase de lado
5. con eso basta
6. respirar hondo
7. tomarle el pulso
8. me duele
9. llega el médico
10. hace unas horas
11. estómago
12. un dolor fuerte
13. sangre

_____ no es cierto

_____ tomar mucho aire

_____ sustancia roja que está en las venas y arterias

_____ el doctor va venir

_____ el órgano que recibe la comida cuando comemos

_____ saber si el corazón funciona normalmente

_____ es suficiente, ya

_____ las piernas no extendidas

_____ no puedo continuar así

_____ tengo un dolor

_____ durante algún tiempo

_____ acostarse ni en la espalda ni en el estómago

_____ una pena severa

QUESTIONS ON THE DIALOG

Answer using complete sentences.

1. ¿Por qué está el señor Gonzáles en la Sala de Emergencia?

2. ¿Dónde le duele?

3. ¿Qué dificultad tiene?

4. ¿Es fuerte o débil el dolor?

5. ¿Cómo tiene que ponerse?

6. ¿Quién le toma el pulso?

7. ¿Cuáles son las tres cosas que examina la enfermera?

8. ¿Cuánto tiempo hace que tiene el dolor?

9. ¿Lo siento más ahora?

10. ¿Tiene otro problema el paciente?

11. ¿Qué le dice la enfermera para calmarlo?

12. ¿Tiene usted dolores?

13. ¿Se siente usted bien o mal?

14. ¿Ha visitado usted una sala de emergencia?

COMMAND FORMS OF REGULAR VERBS

Giving instructions to the patient.

	Infinitive	Command Form	English Equivalent
(ar)	esperar	Espere	Wait
(er)	comer	Coma	Eat
(ir)	permitir	Permita	Permit

Regular verbs in -ar have "e" in the command form ending.

Regular verbs in -er and -ir have "a" in the command form ending.

Command forms of common irregular verbs.

Infinitive	1st Person Present Indicative	Command Form	English
poner	pongo	ponga	put
decir	digo	diga	say, tell

Command forms of radical changing verbs.

Infinitive	Command Form
acostar	acueste
dormir	duerma

FORMS OF THE OBJECT PRONOUNS AND REFLEXIVES

Indirect Object Pronouns	Direct Object Pronouns	Reflexives
me toman el pulso	me esperan	me acuesto
te toman el pulso	te esperan	te acuestas
le toman el pulso	lo esperan la esperan	se acuesta
nos toman el pulso	nos esperan	nos acostamos
les toman el pulso	los esperan las esperan	se acuestan

Position of object pronouns and reflexives.

Object pronouns and reflexives are attached to the end of command forms.

Acuéstese en esta cama.

Permítame tomarle el pulso.

They come before other forms of the verb.

La esperamos a las tres.

¿Dónde le duele?

El se acuesta en la cama.

A. Change from the infinitive to the command form and respond as in the model.

Tiene que calmarse.

Cálmese, por favor.

1. Tiene que ponerse de lado.
2. Tiene que lavarse las manos.
3. Tiene que vestirse ahora.
4. Tiene que quitarse la chaqueta.
5. Tiene que dormir ocho horas.
6. Tiene que respirar hondo.
7. Tiene que decirme donde le duele.

B. Answer as in the model using the command form and the direct object pronoun.

¿Pongo la radiografía en la mesa?

Sí, póngala en la mesa.

1. ¿Tomo la temperatura ahora?
2. ¿Abro la puerta?
3. ¿Compro aspirina en la farmacia?
4. ¿Busco la medicina?
5. ¿Tomo las píldoras por la mañana?

C. Respond using a command form as in the model.

El respira hondo.

Respire usted hondo también.

1. Ella descansa.
2. Ellos duermen.
3. El come la cena.
4. María Luisa toma la medicina.
5. La enfermera prepara una inyección.

D. Give the request using a command form.

Dígale al paciente que. . .

1. --se ponga de lado.
2. --se calme.
3. --le diga donde le duele.
4. --le hable.

E. Direct Object Pronouns.

Answer as in the model using the direct object.

¿Viene Pedro esta tarde?

Sí, lo esperamos a las tres.

1. ¿Viene María Luisa esta tarde?
2. ¿Vienen Carlos y Pedro esta tarde?
3. ¿Vienen María Luisa y Elena esta tarde?
4. ¿Vienen María Luisa y Carlos esta tarde?
5. ¿Viene tu papá esta tarde?

Pregúntele al paciente. . .

--dónde le duele

-- si tiene dificultad con la respiración

--si está fuerte el dolor

-- si siente náusea

--cuánto tiempo hace que tiene dolor

Expressing future time with the present tense of <u>ir</u> plus the infinitive.

Voy a ayudarle. I am going to help him.

Voy a tomarle la temperatura. I am going to take his temperature.

<u>Ir</u> plus the infinitive.

A. Imagine you are on duty in the Emergency Room. Tell what you and others are going to do as in the model.

¿Qué vas a hacer? (tomarle la temperatura)

Voy a tomarle la temperatura.

1. ¿Qué vas a hacer tú? (ayudar al paciente)
2. ¿Qué van a hacer ellos? (visitar el hospital)
3. ¿Qué va a hacer el paciente? (acostarse en la mesa)
4. ¿Qué va a hacer la enfermera? (tomarle el pulso)
5. ¿Qué va a hacer el paciente? (decirle donde le duele)
6. ¿Qué va a hacer el médico? (descansar)
7. ¿Qué va a hacer el padre de la paciente? (pagar la cuenta)
8. ¿Qué vas a hacer tú? (dormir la siesta)

B. Answer using the direct object pronouns as in the model.

¿Vas a tomarle la presión de la sangre?

Sí, la tomo ahora.

1. ¿Vas a tomarle el pulso?
2. ¿Vas a tomarle la temperatura?
3. ¿Vas a sacarle la radiografía?
4. ¿Vas a buscarle la medicina?
5. ¿Vas a arreglarle una cita?

EMERGENCY ROOM INTAKE SHEET

Use this form to provide the doctor with the necessary basic information regarding each patient.

DATE: _____

NAME: _____

PROBLEM: _____

SYMPTOMS: _____

PULSE: Fast _____ Normal _____ Weak _____

TEMPERATURE: _____

BLOOD PRESSURE: High _____ Normal _____ Low _____

HISTORY:

CLINICA DE SALUD--SALA DE EMERGENCIA

Complete the written form below creating a person and problem that would be considered "typical" in an emergency room.

Informe oficial de la clíncia al médico del paciente.

1. Nombre del paciente:

2. Fecha de la visita:

3. Problema:

4. Recomendación:

_____

Firma del respondedor y título

CULTURE ASSIMILATOR #1: EN LA SALA DE EMERGENCIA

You are a Spanish-speaking practical nurse working for county health services in Sacramento, California. You try to get the Spanish-speaking people in a rural area to take advantage of the Anglo doctors and the county health facilities. They are reluctant to do so. You have worked with the Mexican Americans long enough to know that the most logical reason for this reluctance is:

1. The "compadre" system which binds them together in a conspiracy against the Anglos.

2. The family comes first and every family has its own "curandero" or folk medicine doctor.

3. Traditionally, the rural Mexican Americans who form the bulk of the Spanish-speaking population in the Southwest have a tendency to distrust the Anglo doctors and medical facilities because of unfamiliarity with the urban Anglo health services, the relatively high cost and general dependence on their own medicine system.

If you choose item 1, turn to page 53.
If you choose item 2, turn to page 54.
If you choose item 3, turn to page 55.

1. The "compadre" system. The "compadre" or godfather system binds two families together. The father of one family asks a close friend who is the father of another to be the godfather of his children. This "compadre" system does not imply in any way a conspiracy against the Anglos. Look for a better explanation.

2. The family has its own "curandero". This is a very good possibility. The Mexican American family is a very close unit in the urban as well as the rural areas. However, the curandero or folk medicine doctor serves a large number of people in the community and is not restricted to one family. Try again.

3. Distrust of the Anglo doctors and facilities.

This is the most logical answer. The cost, the distance from urban centers and general lack of familiarity with the Anglo system make it difficult for the Spanish-speaking community to take advantage of the health services offered. Good for you!

CULTURE ASSIMILATOR #2: EN LA SALA DE EMERGENCIA

You are taking all the information from a Puerto Rican patient at the Emergency Room of a large hospital. When you ask if he is taking any medication, he shows you a small bottle of elixir that is a "potion for the nerves" which he has been using for two weeks. He tells you that he got it at a "Botánica". Because you have been working with the Puerto Rican community for a long time, you know that a Botánica is:

1. The dispensary of the Church's medical aid program which provides drugs and medical advice.

2. The local discount department store.

3. A store which sells folk medicine and religious articles.

If you choose item 1, turn to page 57.

If you choose item 2, turn to page 58.

If you choose item 3, turn to page 59.

1. The Church dispensary. The Church does provide certain social services however it does not usually handle the despensary of medicine supplies. There is a better answer.

2. The local department store. This is a possibility but there is a better choice. A local discount department store does not usually dispense potions for the nerves.

3. A store that sells folk medicine. You are right. The Botánica is a specialized store which sells folk medicines such as herbs, potions and religious articles. The Botánica is very commonly found in Puerto Rico. In New York, Miami and other large metropolitan areas of the United States the Botánica is also becoming quite common.